THE RELATIONSHIP BETWEEN EMOTIONAL STABILITY AND THE LEVEL OF ACADEMIC STRESS IN NURSING PROFESSIONAL STUDENTS AT THE UNIVERSITY OF JAMBI DURING THE ADAPTATION OF NEW HABITS (AKB)

Lintang Athala[1], Retty Octi Syafrini[2], Riska Amalya Nasution[1]
[1]Departement of Nursing Faculty of Medicine and Health Scieces, Universitas Jambi, Jambi, Indonesia
[2]Psychiatric Hospital, Jambi, Indonesia
Corresponding : lintangathala@gmail.com

ABSTRACT

December 2019 a new virus Covid-19 was identified in the city of Wuhan. The Covid-19 Pandemic situation occurred for 2 years, showing improvements every day and also the vaccine target increasing and decreasing the level of PPKM, the Indonesian government implemented the Adaptation of New Habits (AKB) policies that had an impact on students on students' emotional stability and caused pressures on students. during learning so that academic stress arises which affects the learning process. This type of research is quantitative (observational analytic) used a cross-sectional design with total sampling method. The number of samples used was 33 respondents. The study was conducted from January 28, 2022 to February 7, 2022. The data was collected using a questionnaire of emotional stability and academic stress. The results of statistical tests used Correlation Gamma with p-value $0,001 < (0,05)$ obtained the results of a relationship between Emotional Stability and Academic Stress Levels in Nurse Profession Students at Jambi University During the New Normal. Based on the research, it shows that 55% are emotionally stable and 45% are emotionally unstable, with the dominant respondents being 58% of severe academic stress, 24% moderate, 15% very severe, 3% mild. This research can be considered to anticipate student academic stress, especially in self-management to reduce academic stress levels among students.

Keywords: Academic Stress , Emotional Stability, Adaptation of New Habits.

INTRODUCTION

At the end of December 2019 there was the emergence of a new virus that was first discovered in the city of Wuhan, China. The Covid-19 virus was first identified as a new type of corona virus (SARS-Cov-2) the disease is called coronavirus disease 2019.[1] The Indonesian government through the Covid-19 Handling Spokesperson, the community must maintain productivity in the midst of the Covid-19 corona virus pandemic with a new order called New Normal. New Normal was then changed to Adaptation of New Habits (AKB). Adaptation of New Habits (AKB) was formulated as an effort to recover and support the sustainability of the economy and sector activities that had been stalled by the spread of this virus, but in a way that goes hand in hand with efforts to prevent or control the transmission of the Covid-19 virus.

One of the sectors affected by this virus is the education sector. several campuses in Indonesia have implemented online lecture policies. With the implementation of policies that reduce meetings, all agendas of activities that have been arranged, are forced not to be carried out or delayed until an undetermined time. However, along with the New Habit Adaptation (AKB), one of the sectors that has been relaxed is the world of education, namely the implementation of lectures. Jambi University as one of the vocational education institutions must also address and prepare everything related to the new order of life in the campus environment.[2]

The steps taken during the adaptation period of new habits in the environment of the Jambi University Faculty of Medicine and Health Sciences in the form of implementing health protocols,

which first ensure the condition of students when they go to campus in a healthy state (no fever, cough, and flu symptoms and other symptoms), then students are required to wash their hands with soap that has been facilitated by the campus or with the use of Hand Sanitizer before entering the classroom or service room, students are required to always wear a mask while in the campus environment, students are required to maintain a distance (physical distacing) with a distance of 1.5-2 m with other people. The policies imposed by the campus have an impact and become emotionally challenging and stressful for everyone affected, and in particular the sub-groups of the population who are at higher risk of experiencing problems are students.[3]

During the Covid-19 pandemic in 2020, all learning processes were transferred online for both undergraduate and Ners Professional students which aims to prevent students from being exposed to Covid-19, but this has an impact on students' academic understanding and learning skills, especially for Ners Professional students.[4] When Ners Professional students carry out clinical practice in hospitals, this health center has an impact on the emotional stability and stress of these students. Stress will affect the effectiveness in carrying out an activity, because individuals who experience stress will appear psychological disorders such as anxiety. Factors that may contribute to psychological problems such as stress and anxiety in nursing students include student academic pressure, the amount of subject matter that must be learned, learning methods and environment, and patient exposure in clinical practice.[5]

METHODS

This research is quantitative analytic observational using cross-sectional design. This research was conducted at Jambi University, Faculty of Medicine and Health Sciences, Nursing Profession Study Program. Population 34 students. The research sample was 33 people because 1 person did not enter the inclusion criteria which were all students of the Jambi University Nursing Profession Program class of 2021.

RESULTS

Table 1 Frequency Distribution of Respondents Based on Gender, Age and Stages in Nursing Professional Students at Jambi University in 2021 (n = 33)

Variabel	*n*	%
Gender		
Male	5	15%
Female	28	85%
Total	**33**	**100%**
Age		
21	4	12%
22	19	58%
23	7	21%
24	3	9%
Total	**33**	**100%**
Stages		
Community	12	36,3%
Management	11	33,4%
KGD	10	30,3%
Total	**33**	**100%**

Table 1 shows that the gender of most respondents is female, namely 28 respondents (85%) and the next respondent with male gender is 5 respondents (15%). The age of respondents based on the most data at the age of 22 years with 19 respondents (58%), the age of respondents 23 years with 7 respondents (21%), the age of respondents 21 years with 4 respondents (12%) and the age of

respondents 24 years with 3 respondents (9%). Based on the stage data, it was found that the community stage had 12 respondents (36.3%), the management stage had 11 respondents (33.4%) and the KGD stage had 10 respondents (30.3%).

Table 2 Frequency Distribution of Emotional Stability in Nursing Profession Study Program Students at Jambi University in 2021 (n = 33)

Emotional Stability	n	%
Emotional Stable	18	55%
Unstable Emotions	15	45%
Total	**33**	**100%**

Table 2 shows that students who have stable emotions are 18 respondents (55%) and students who have unstable emotions are 15 respondents (45%).

Table 3 Frequency Distribution of Academic Stress in Jambi University Nursing Profession Study Program Students in 2021 (n = 33)

Academic Stess	n	%
Mild	1	3%
Moderate	8	24%
Severe	19	58%
Very Severe	5	15%
Total	**33**	**100%**

Based on table 3, it shows that students with mild levels of academic stress totaled 1 respondent (3%), students with moderate levels of academic stress totaled 8 respondents (24%), students with severe academic stress totaled 19 respondents (58%) and students with very severe academic stress totaled 5 respondents (15%).

Table 4 Relationship between Emotional Stability and Academic Stress Level of Jambi University Nursing Profession Study Program in 2021 (n = 33)

Emotional Stability	n (%)	Academic Stress	n (%)	$r_{x,y}$	p-value
Emotionally Stable	18 (55%)	Mild	1 (3%)		
Emotionally Unstable	15 (45%)	Moderate	8 (24%)		
Total	**33 (100%)**	Heavy	19 (58%)	-0,779	0,001
		Very Heavy	5 (15%)		
		Total	**33 (100%)**		

Table 4 statistical tests used to determine the relationship between emotional stability and academic stress levels using the Gamma Correlation test with a significance level of 0.05 (α = 0.5%). The statistical test results show that the hypothesis is accepted with a p-value of 0.001 < α (0.05), indicating a significant relationship with the correlation coefficient rx,y (-0.779), indicating a very strong level of relationship strength in the negative direction between emotional stability and academic stress levels.

DISCUSSION (Times New Roman 11)
Emotional stability

In table 2 this study shows that 55% of students or 18 respondents have stable emotions by having creative, productive, not easily anxious, not easily tense and frustrated, independent, have high spirits and efficient characteristics.[6]

This is reinforced by previous research that stable emotions are shown by individuals having the ability to control their emotions appropriately and responsibly and can accept themselves and others. Emotional stability can also be influenced by various such as cultural factors, social factors, psychological factors, and other personal factors can influence students in having emotional stability.

The results of further research in the form of emotional instability in this study found that 15 respondents (45%) experienced emotional instability. Unstable emotions indicate that a person has an immature personality.[7]

When during this pandemic, almost all levels of society experience emotional instability due to fears of the spread of the Covid-19 virus during the IMR (new normal), as a result, it also has an impact on students who are carrying out the learning process which makes anxiety so that this can affect emotional stability and student academic achievement.[8]

This is reinforced by other studies that the emotional stability of students during the Covid-19 pandemic, especially during the adaptation of new habits, resulted in feelings of discomfort, increased burden, lack of understanding of lecture material which resulted in emotional instability in students.

Academic Stress

In table 3, the results showed that students who experienced academic stress with mild stress levels were 1 respondent (3%), moderate academic stress levels were 8 respondents (24%), severe academic stress levels were 19 respondents (58%) and very severe academic stress levels were respondents (15%). This shows that the most dominating level of severe academic stress experienced by Jambi University Nursing Profession students in the range that must be anticipated by someone who experiences severe stress in this condition, their ability will greatly decrease and they are more likely to focus on other things.[9]

Academic stress is the pressure that occurs within students where the condition is caused by competition, pressure, and academic demands placed on students. Academic stress can be due to certain lessons being felt very difficult, certain lessons taught by teachers are feared and disliked and the amount of subject matter is felt to be too much. students whose level of resilience (ability to adapt) to stress is good can have good learning outcomes.[7]

This is reinforced by previous research that students often experience depressive experiences caused by academic demands and stress. The causes of stress faced by students are very diverse, for example academic, sociocultural, environmental, and psychological problems and also academic stress can be caused by high expectations, excessive information, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness.

Relationship between Emotional Stability and Academic Stress

The results of research conducted by researchers to Jambi University Nursing Profession students found that there was a significant relationship between emotional stability and academic stress with (p-value = 0.001) where unstable emotions would increase the level of academic stress.

The results of this study are reinforced by previous research which says approximately 20% of most students experience learning difficulties due to emotional instability they have therefore, emotional stability is an influential thing in the learning process, stable emotions benefit students to focus their attention on the learning process and use their thoughts properly and accordingly.[10]

The learning process that often causes stress can cause emotional instability in students, this is also influenced by the current conditions that are being exposed to the Covid-19 virus which requires all students to adapt to new activities in the present called the adaptation of new habits (IMR) all changing learning processes can cause changes in emotional stability in students which of course will also affect academic stress in these students.[11]

The results of this study are in line with previous research that emotional stability can affect students' academic success, if students' emotional stability is good then their academic success will also be

good but if students' emotions are unstable it will make it difficult for students to achieve academic success.

CONCLUSIONS

Based on the results of research conducted by researchers at the Jambi University Nursing Profession Study Program, the following conclusions can be drawn:

a. It is known that the description of the emotional stability of Jambi University Nursing Profession students in the New Habit Adaptation Period (AKB) 18 student respondents (55%) have stable emotions and 15 student respondents (45%) have unstable emotions.

b. It is known that the description of the stress level of Jambi University Nursing Profession students in the New Habit Adaptation Period (AKB) for the level of academic stress is that students who experience academic stress with mild stress levels are 1 respondent (3%), moderate academic stress levels are 8 respondents (24%), severe academic stress levels are 19 respondents (58%) and very severe academic stress levels are 5 respondents (15%).

c. It is known that there is a significant relationship between emotional stability and the stress level of Jambi University Nursing Profession students in the New Habit Adaptation Period (AKB) with a p-value of $0.001 < \alpha$ (0.05).

REFERENCES (Times New Roman 11)

1. Wilder-Smith A, Freedman DO. Isolation, quarantine, social distancing and community containment: Pivotal role for old-style public health measures in the novel coronavirus (2019-nCoV) outbreak. J Travel Med. 2020;27(2):1–4.
2. Br Sembring E, Lim P. Edukasi Adaptasi Kebiasaan Baru Di Lingkungan Kampus (Studi Kasus : Motion Graphic Penggunaan Lift). J Tek Inform. 2020;3(2):61–76.
3. Zuhana Z, Pebriani SH, Saputra A. Pengetahuan dan Sikap Mahasiswa Keperawatan terhadap Protokol Kesehatan di Masa New Normal. J Kesehat. 2021;12(2):188.
4. Grubic N, Badovinac S, Johri AM. Student mental health in the midst of the COVID-19 pandemic: A call for further research and immediate solutions. Int J Soc Psychiatry. 2020;66(5):517–8.
5. Chandra Y. Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students. Asian Educ Dev Stud. 2021;10(2):229–38.
6. Chotimah C, Studi P, Kebidanan DI V, Kedokteran F, Maret US. Hubungan kestabilan emosi dengan prestasi belajar pada siswa kelas x di sma negeri 1 karanganom klaten. Hub Kestabilan Emosi dengan Prestasi Belajar Pada Siswa Kelas X di SMA Negeri 1 Karanganom Klaten. 2010;1–58.
7. Rifani DA, Rahadi DR. Ketidakstabilan Emosi dan Mood Masyarakat Dimasa Pandemi Covid-19. J Manaj Bisnis. 2021;18(1):22–34.
8. Rohmah N. Adaptasi Kebiasaan Baru Di Masa Pandemi Covid-19. Al-MIKRAJ J Stud Islam dan Hum. 2021;1(2):78–90.
9. Oktariani Is Sr. Tingkat Stress Akademik Selama Pembelajaran Daring Ditengah Pandemi Covid-19 Pada Mahasiswa Bk Fkip Universitas Sriwijaya. Dr Diss Sriwij Univ. 2021;
10. Suarca K, Soetjiningsih S AI. Kecerdasan majemuk pada anak. Sari Pediatr. 2016;7(2):85–92.
11. Athi' M, Rahmah NA, Triristina N. Kampus Mengajar: Transformasi Budaya Belajar Siswa Dalam Adaptasi Kebiasaan Baru Di Madura. NiCMa Natl Conf Multidisplinary [Internet]. 2021;1(1):34–9. Tersedia pada: http://ejournal.undar.ac.id/index.php/nicma/article/view/313